

6A-6.0533 Determining Substantial Math Deficiency

(1) In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial mathematics deficiency must be covered by a federally required student plan, such as an Individual Educational Plan (IEP) or an individualized progress monitoring plan, or both, as necessary.

(2) A student is identified as having a substantial deficiency in mathematics if the following criteria are met:

(a) For kindergarten, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to Section 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In Kindergarten, areas of emphasis include:

1. developing an understanding of counting to represent the total number of objects in a set and to order the objects within a set;

2. developing an understanding of addition and subtraction and the relationship of these operations to counting;
and

3. measuring, comparing, and categorizing objects according to various attributes, including their two- and three-dimensional shapes.

(b) For grade 1, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to Section 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 1, areas of emphasis include:

1. understanding the place value of tens and ones within two-digit whole numbers;

2. extending understanding of addition and subtraction and the relationship between them;

3. developing an understanding of measurement of physical objects, money and time and

4. categorizing, composing and decomposing geometric figures.

(c) For grade 2, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to Section 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 2, areas of emphasis include:

1. extending understanding of place value in three-digit numbers;
2. building fluency and algebraic reasoning with addition and subtraction;
3. extending understanding of measurement of objects, time and the perimeter of geometric figures; and
4. developing spatial reasoning with number representations and two-dimensional figures.

(d) For grade 3, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to Section 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 3, areas of emphasis include:

1. adding and subtracting multi-digit whole numbers, including using a standard algorithm;
2. building an understanding of multiplication and division, the relationship between them and the connection to area of rectangles;
3. developing an understanding of fractions; and
4. extending geometric reasoning to lines and attributes of quadrilaterals.

(e) For grade 4, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to Section 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 4, areas of emphasis include:

1. extending understanding of multi-digit multiplication and division;
2. developing the relationship between fractions and decimals and beginning operations with both;
3. classifying and measuring angles; and
4. developing an understanding for interpreting data to include mode, median and range.

Rulemaking Authority 1001.02(1),(2)(n) FS. Law Implemented 1008.25(6)a. FS. History–New